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Economic, social, and cultural changes in American society have contributed to a significant increase in the number of women in the work force. A review of existing literature concerning "women in the world of work" form the basis of this document. Fourteen graphics contribute to the detailed study of statistical data. The review cites descriptions of the forces affecting change, characteristics of women workers, and the psychological, social, and economic factors affecting the decision to work. To supplement the interpretation and reaction to the current literature, a conference of leaders in fields directly concerned with the training and employment of women was conducted. Implications, conclusions, and opinions are included for education, business education, and office occupations, guidance, health, home economics, business and service areas. An 80-item bilbiography is included. (FP)

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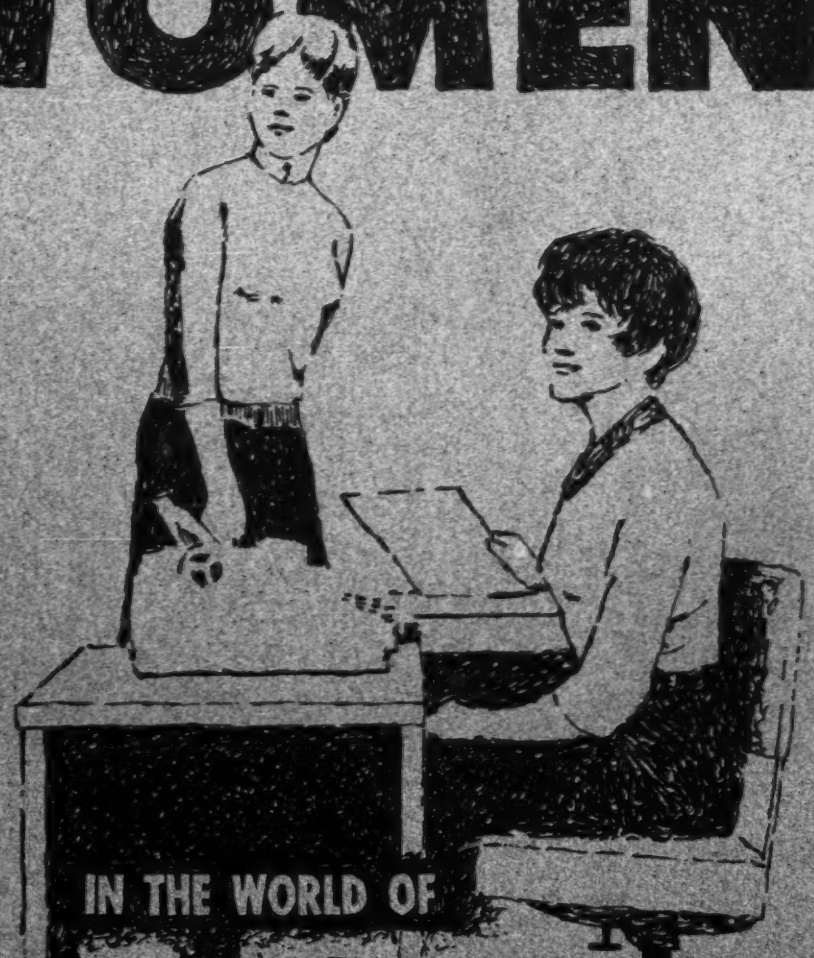
WOMEN



IN THE WORLD OF WORK

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WOMEN IN THE WORLD OF WORK

by
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May 1967

Preface

This paper was prepared by Miss Elizabeth Wright, Research Associate, Occupational Research and Development Coordinating Unit, under the direction and guidance of Dr. Douglas C. Towne, Director, Occupational Research and Development Coordinating Unit, for the purposes of exploring woman's role in the nation's labor force.

Economic, social and cultural changes in American society have contributed to a significant increase in the number of women participating in gainful employment. A review of existing literature concerning "women in the world of work' was undertaken by Miss Wright, and forms the basis of this paper. To provide a more detailed study of the statistical data concerning women who work, graphics were included.

In May 1967, a work conference including leaders in the state of Tennessee in the fields of business education, office occupations, health education, home economics and vocational guidance was conducted for the purpose of discussing the implications that increased training and employment of women presents to education, business and industry. The results of this conference were incorporated into this paper, and appreciation is expressed to those persons who participated.

TABLE OF CONTENTS

LITERATURE REVIEW..... 1

GRAPHICS.....16

IMPLICATIONS.....32

BIBLIOGRAPHY AND RELATED READINGS.....40

LITERATURE REVIEW

Women in the World of Work

Introduction

The twentieth century has seen a revolution in the place of women in the world of work. This revolution has been both a cause and a result of major changes in the character of the economy, the nature of work, the shape of American society, the life of the family, and even in the prevailing image of what it means to be a woman.

Presently, twenty-six million women in the United States are working in some paid occupation. This represents some thirty-seven percent of all women of working age. (Figure 1) These women constitute thirty-five percent of the total labor force in the United States' economy, and one-half of these are over forty years of age. Fifty-five percent of the twenty-six million women are married--thirty-four percent of all married women are working. Nine and one-half million working women have children under eighteen years of age while over three and one half million have children under six years of age. (67, p. 20.

Further statistics which indicate the significance of women in the world of work are readily available. For example, an indication of the magnitude and character of the changing patterns of employment by women is conveyed by the following statistics:

(1) In 1920, only one out of every five workers was a woman; by 1940, the ratio rose to one out of every four; today one worker in three is a woman. (48, p. 28)

(2) These working women have accounted for more than sixty percent of the total increase in the labor force from 1940-1964. (67, p.3)

(3) The majority of working women, 55%, are married. Of the 30 million women who worked sometime during the year, only 24% are single and another 21% were widowed, divorced, or separated. (67, p. 20)

(4) The average age of the working woman is 41 and more than half the women in the age bracket 45-54 are now in paid employment. (48, p. 11)

(5) There are now an estimated 10 million mothers in paid employment. Although the presence of children in the family inhibits the participation of women in the labor force, the percentage of married women working rises with the age of the children. (48, p. 20)

Forces Affecting Change

Economic

The economic, social, and cultural forces that have led to these changes have been at work for decades. Examination of the first, namely the economic force, reveals that there are six factors that have cumulatively changed the basic pattern of woman's relationship to the world of work.

(1) The first and probably the most important factor has been the development of a great number of jobs that are particularly well suited to women. For example, in manufacturing there has been a marked shift from heavy to light work, which means that women are now better able to meet these reduced physical demands. Further, the expansion of the retail, communication, education, and health industries has increased opportunities for women workers.

(2) A second factor has been the expansion of secondary school and college education. For many decades, girls have comprised a larger percentage of the high school graduates than have boys. However, the situation is reversed in college, but women do comprise a significant percentage of the college population. The increased educational attainment has given a double stimulus to the employment of women. The education and training they have received make them a potentially attractive manpower source, and better educated women usually are challenged to make use of their knowledge.

(3) The third factor has been a more liberal interpretation of the roles of women. This attitude has shifted from the commonly accepted one--that a married woman belonged only in the home--to an acceptance of women working in the labor force and combining the roles of career woman and homemaker. The two World Wars with their accompanying manpower scarcities have played a great part in this shift of attitude.

(4) A fourth factor in removing these constraints has been the diffusion of the knowledge of birth control techniques throughout most of the population. This has enabled women to determine when to have children and to shorten the span of years devoted to maternal responsibilities.

(5) The fifth factor, which is closely related to the above, has been the reduction of the amount of time necessary for homemaking responsibilities which has been a result of the increased technology of household appliances. This has made it possible for many women to reallocate their time and energies to other endeavors.

(6) The sixth change that has contributed to accelerating the entry or re-entry of married women into the working world has been a shift in the attitudes of husbands. Many husbands still object to their wives working because they consider it a reflection on their ability to support their families. This attitude, however, seems to be breaking down because over half of the twenty-six million working women are married.

Social

The societal trends which have influenced changes in the life patterns and social roles of women are revealing. Today the life of a young woman differs greatly from the life of her grandmother. Four out of five women in the United States have been married at some time during their lives. In 1900, however, two out of three women in the total population had been married. Women are marrying younger today--the average age is twenty as compared to twenty-two at the turn of the century. These women bear their children younger--half of them have borne their last child by the age of 30. By the time the majority of women reach their midthirties, their children are in school, and they can anticipate at least another 30-35 years of active life. It is not surprising then that so many women search for new interests beyond the home; about nine out of every ten women work outside the home some time during their lives. Another factor is that of greater longevity. Today the life expectancy for the average woman is 78 years. Women outlive their husbands by approximately six years. Over half of the women in the labor force are married and the average age of the employed woman is forty-one as compared to twenty-six in 1900.

Because of the lengthened life span, early marriage, and the early age at which their children are born, three cycles can be distinguished which pertain to woman's participation in the labor force. The first is before the advent of children; the second is the time during which home and children are her major concern; the third exists when home and family make fewer demands on her time, providing again the opportunity to become involved with the world of work. (Figure II)

Thus, what we see emerging as a model career pattern for married women in this country is the interruption of paid employment for a period of years during which child rearing is a major responsibility followed by a return to the labor force or a resumption of career activities (Figure I).

Cultural

The cultural forces affecting woman's participation in the labor force are the influences of society and education. Through education and socialization, society prepares women for two conflicting roles. Societal influences place greatest emphasis on the roles of marriage and motherhood. However, both sexes receive the same educational orientation which aims at self-realization through work. For woman, this is interpreted as a "contingency education" which may be defined as educating women for the world of work so that they will be able to take over in emergency crises.

These combinations of influences have greatly influenced woman's participation in the labor force. Today, womanpower is viewed as a potential means of expanding the labor force. Therefore, her opportunities to become a participant in the working world are greater than ever before.

The interest in working women was stimulated in part by certain organizations--such as the Commission on the Status of Women, the Inter-

departmental Committee, and the Advisory Council. These governmental organizations have caused certain legislation to be enacted regarding women's rights to employment. The overall objective of these committees seems to be to explore and implement ways and means of increasing woman's opportunity to participate in the labor force on the basis of their potential.

Characteristics

It is obvious that womanpower plays a most significant part in the economy of the United States. The twenty-six million working women are employed in a variety of occupations. According to the Department of Labor, (67, pp. 85-88) approximately 32 percent are clerical workers, such as stenographers, typists, and secretaries. Sixteen percent are employed in occupations which may classify them as service workers. Fifteen percent are operatives, chiefly in factories. Almost 14 percent are professional and technical workers--this includes 1.4 million teachers. Eight percent are private household workers; seven percent are employed in sales; four percent hold managerial positions. The remaining group (about 4 percent) includes farm workers, craftsmen, and non-farm workers. (Figure VII)

There has been a great concern expressed by the Department of Labor, in literature, and in research that there are so few "professional women" in the labor force. A justification for this concern may lie in the fact that the professionally trained woman offers the most potential to the labor force in terms of her individual contribution and potential development. This concern results partially from the fact that a good many of the 26 million women are "under-employed"--which is sometimes called "disguised employment". The latter probably results from the woman's pattern of withdrawal and re-entry in the labor force. This is a just concern and

certainly seems to call for a greater emphasis placed on re-training when the woman is considering re-entering the labor force, since higher level jobs require up-to-date training.

However, from the above statistics, it is noted that the majority of working women fall into the non-professional categories. Very little light is shed on the majority of America's 26 million women's reasons for working.

These women rarely establish new trends. They lack the economic security of the highly educated professional woman. To them a job is vital, and all too often economic pressures are so great that they accept whatever employment they can get with little regard to personal choice. Their fortunes fluctuate with the state of the nation's economy. For those who are unskilled the future holds very little promise, for low-skill jobs are not expanding, even when the economy is strong.

It is felt that a great emphasis needs to be placed on the "non-professional" woman. Generally, they have not received a great deal of training for an occupation (Figures VIII-XII). This, of course, inhibits their ability to compete for jobs with skill requirements, and therefore, relegates them to the lower-paid categories. A variety of training programs needs to be established, and the incentive to be trained needs to be developed further. Such women, on the most part, do not need to be induced into the labor force--most are working because of actual or perceived economic necessity. They do need to receive encouragement to upgrade their occupational skills. These factors seem to point out clearly the extreme need for research and concern for the working woman in occupations classified at the lower end of the occupational scale.

When a woman makes the decision to work, the pattern of her basic choice is dissimilar to that of man. For most men, there is no basic choice as to

whether or not to work. That a man will spend one third of his adult life in gainful employment is a premise on which the plans for his life are based. But for a woman, society creates not a decision but a necessity for choice. She must decide whether to include work in her plans and, if so, how much of her life she should devote to it.

The American woman's total role can be distinguished as having five components. The domestic component constitutes the first two of these, being split into the two parts of mother-wife and housewife. Third is the career or job component. Fourth is the culture bearer component. Cutting across all of these is the woman as she contributes to her husband's status.

Combining these roles with their diverse responsibilities is a source of conflict for many women. The conflict which arises when combining the roles of mother-wife and career woman seems to be the most crucial to the American woman and is the concern of many writers--including Bailyn, Hunt, Lifton, Lundberg, McClelland, Riesman, Rossi, and Rostow. The prevailing thought is that in making decisions about a life style, a woman must choose in ways men do not choose and that in resolving their decisions, women may find it necessary to evaluate their values and goals.

Many adolescent girls continue to make future plans on the assumption that marriage will permanently end their participation in the labor force. For some this will still be true, but for many it will not. Yet they continue to prepare themselves for a few years of employment at relatively low-paid jobs. Related to this, there are some general attitudes toward employment that contribute to the problem. One is what Dr. Alice Rossi of the Universdity of Chicago calls the "cake-winner" fallacy which says in effect that "if women work, it is only because they want to add to the family

income, so it is only a temporary situation, and they don't want careers or aspire to responsible positions" (26, p. 681). The concern here is that at the present time, this seems to be a fact--not a fallacy--for most of the working women. However, considering the reality of the present working patterns of the American woman, this seems to be an unrealistic manner of pursuing her career. Women at all levels of work should attempt to find greater satisfaction in their working situation by planning and aspiring to their positions rather than considering jobs only as a supplementary income.

Decision Factors

Economic

The decision a woman makes when deciding whether or not to work depends on various economic, social, and psychological factors at the time in her life when she debates the decision. But financial reasons are the strongest motivation for most women.

> Nearly half of the women 18 to 64 years old who took jobs in 1963 went to work because of economic need. This was especially true of married women living with their husbands (48.4 percent) and women who were widowed, divorced, or separated from their husbands (54 percent). The proportion who indicated financial necessity or husband's loss of job as the reason for going to work was even higher among married women whose husbands earned less than $60 a week (73 percent) and those who had children under six years of age (56 percent) (77, p. 2).

Further, in a recent study conducted by Rhoda Baruch in the Harvard Career Pattern Studies it was found that the reason most women gave for working was to accumulate social security credits.

There seems to be a direct relationship between the amount of husband's income and whether or not the wife works when children are present. Although

the presence of children inhibits the participation of women in the labor force, overall statistics indicate that of those women whose children are under six, twenty-five percent are employed. Further, when children's ages are above six, forty percent are participating the labor force (29, p. 29). The relationship between the employment of a mother-wife and her husband's income is shown in the following table.

Percent of Married Women Working According to Husband's Income and Age of Children*

Age of Children	Less than $3000	Overall	$7000 or Above
Under Six	29	25	15
Six to Seventeen	44	40	35

*"More Moms on the Payroll," Business Week, December 31, 1966, p. 59

This indicates that women with children of all ages whose husbands' incomes are lower than average are more likely to be in the labor force than women whose husbands' incomes are average or above. The distinction is even more obvious for women with children under six years of age. Also this is further evidence that married women are more likely to participate in the labor force as the age of children rises.

Social

Financial renumeration is, however, not the sole reason that so many women are in the labor force. It is significant that the more education a woman acquires, the more likely she is to seek paid employment, irrespective of her financial status (Figure IV, p. 5). The Department of Labor indicates the extremes in the following statements:

> In March, 1965, 72 percent of all women 18 years and over who had completed five or more years of college and 54 percent of all women with four years of college were in the labor force. In contrast, only 24 percent of all women with less than eight years of elementary education were employed or seeking work. The chances of being employed were even slimmer among women who had less than five years of formal education (64, p. 1).

If it is assumed that the more education a woman attains, the more likely she will be a participant in the labor force, then personal achievement would seem to be a high motivation in the decision making process regarding entering or re-entering the world of work. This was the hypothesis of a recent study conducted at the Harvard Center for Research in Career Patterns by Rhoda Baruch and Anne Roe. The findings of this study indicated that the achievement motive and work status seem to follow a temporal cycle, for the educated person whereas they do not for the less educated person.

However, the prevailing concern is that, whatever the reasons for working women seldom have definite career patterns in their life plans. When definite career plans do exist, quite often these are changed because of the personal circumstances. This was pointed out clearly in Eli Ginzberg's study of women who held fellowships at Columbia University. Examining the life style of educated women in this study, nothing emerges so clearly as the lack of life style in formulating and carrying out their goals. The overall impression is of a group of women who are intelligent, rarely intellectual; competent, rarely creative; performing necessary and useful services, rarely critical. They are in every sense of the word--socially, intellectually, and economically--underemployed. This is definitely a loss of potential to the labor force. The explanation for this situation may be the type of employment sought or available, the opportunities available to women workers, and the difficulties involved in a competitive individualistic society of connecting job to vocation. The explanation usually given

is that all will turn out for the best if women keep in mind that their primary responsibility is to their husbands and children. Alice Rossi and Jesse Bernard (25, p. 118) are among the few to challenge this by arguing that marriage is not for all women and that children are the responsibility of fathers as well as mothers. In other words, they feel that a broader interpretation of the sex roles is needed.

Many sex role preference studies have been conducted in recent years. Marjorie Hall and Robert A. Keith (13, p. 101) found that the greater diffuseness of role among girls than boys may be viewed as related, in our culture, to the greater prestige attached to the male role and the greater latitude in sex-role behavior allowed girls than boys. Further, a survey (13, p. 104) indicated that more women prefer to be men than men yearn to be women. Allport (13, p. 104) reported more inferiority feelings among women.

Berreman points out the inconsistency between the conceptualization of woman's role and her place in today's society.

> For many of their qualities American women are admired, even idealized, and often pampered. Considerably more lip service is given to their rights. But in very crucial ways women are not taken seriously as individuals and as human beings. A woman is admired if she is pretty, stylish, affectionate, clever, sophisticated, pleasant, mannerly, housewifely, motherly, or if she does well in appropriate occupations such as teacher, nurse, secretary, entertainer--in short, if she knows her place as a woman. But let her be serious in other spheres, or let her undertake to participate in the important concerns of public life, and no matter how capable, how expert, or how dedicated she may be, a woman is likely to be ignored, patronized, or ridiculed. These are among the severest and most effective sanctions known to man. They force her back toward behavior consistent with the limited horizon of her feminine role. Girls learn early from others that they are illogical, emotional, impractical, and unpredictable just because they're females. (3, p. 27)

Psychological

Steinmann (45, p. 294-299) in her study of "A Lack of Communication Between Men and Women" found that there does not seem to be a clear cut concept of the role of women in today's society, and her data suggest that there is reason to believe that women's concept of the feminine role and her concept of man's "Ideal Woman" are not in harmony. Steinmann interprets this as an indication that women's attitudes toward employment are closely connected with the attitudes of their husbands and fathers on the subject. She further states that it is imperative for men to accept both a woman's need for self-realization and her vocational and professional activities as an integrated part of woman's life.

Matthews and Tiedeman (53, p. 375-384) conducted a study which explored the effect of attitudes toward career and marriage on the developing life style of young women. They hypothesized and found evidence to support that attitudes influence decisions; decisions are followed by actions; and actions define life style. Further, they found five themes that occurred and re-occurred during the analyses which relate to women's attitudes toward developing their life style.

(1) First, it appears that many girls and women structure their lives on the premise that a male views the female's use of her intelligence with distaste and that it is therefore wise to accept this situation if one wishes to marry. Women accepting this premise probably believe that a career is very unwise. This attitude is an important deterrent to the realization of self through employment.

(2) The second theme occurs through the attitude toward both homemaking and the presumably dominant position of men. It is suggested that when women perceive that males take a dim view of the expression of a woman's intelligence, they feel inferior to men intellectually and adopt a realm of their own, such as homemaking.

(3) The third major theme of attitude in life style is the conflict between the acceptance of the role of wife and mother and acceptance of a feminine career. The attitude toward feminine jobs is also sometimes linked with the latter attitude. This illustrates the fact that there are probably at least two feminine orientations: the homemaking and the career (feminine). Women who devalue the use of their intelligence in childhood tend to feel intellectually inferior to men, accept homemaking as their realm, and reject the possibility of a career.

(4) The fourth theme suggests that women's attitudes toward the time of dating and marriage (parental focus) are in opposition to women's attitudes toward the purpose of education, the time of dating and marriage (peer focus). Parents usually state a desire for girls to be able to earn a living, but they are equally as concerned that their daughter marry. This leads many parents to influence their daughters not to become overly competent in their careers and to place an emphasis on seeking a husband.

(5) The fifth theme is the indication of simultaneous acceptance and rejection of the general feminine role. This may represent confusion about the feminine role or dictate acceptance of the existing conflict.

It is therefore possible that women attribute the limitations on their lives as forces placed in operation by the customs of society. If women feel that they are powerless to redefine their role, the labor force may lose the contribution many women are capable of making.

Conclusion

Among the many conclusions presented in this paper, the one that seems to be recurring throughout is that if we are to utilize fully the potential womanpower affords the labor force, a broader definition of women's roles must be emphasized and accepted by educators, business and industry, and all of society--most especially by women themselves.

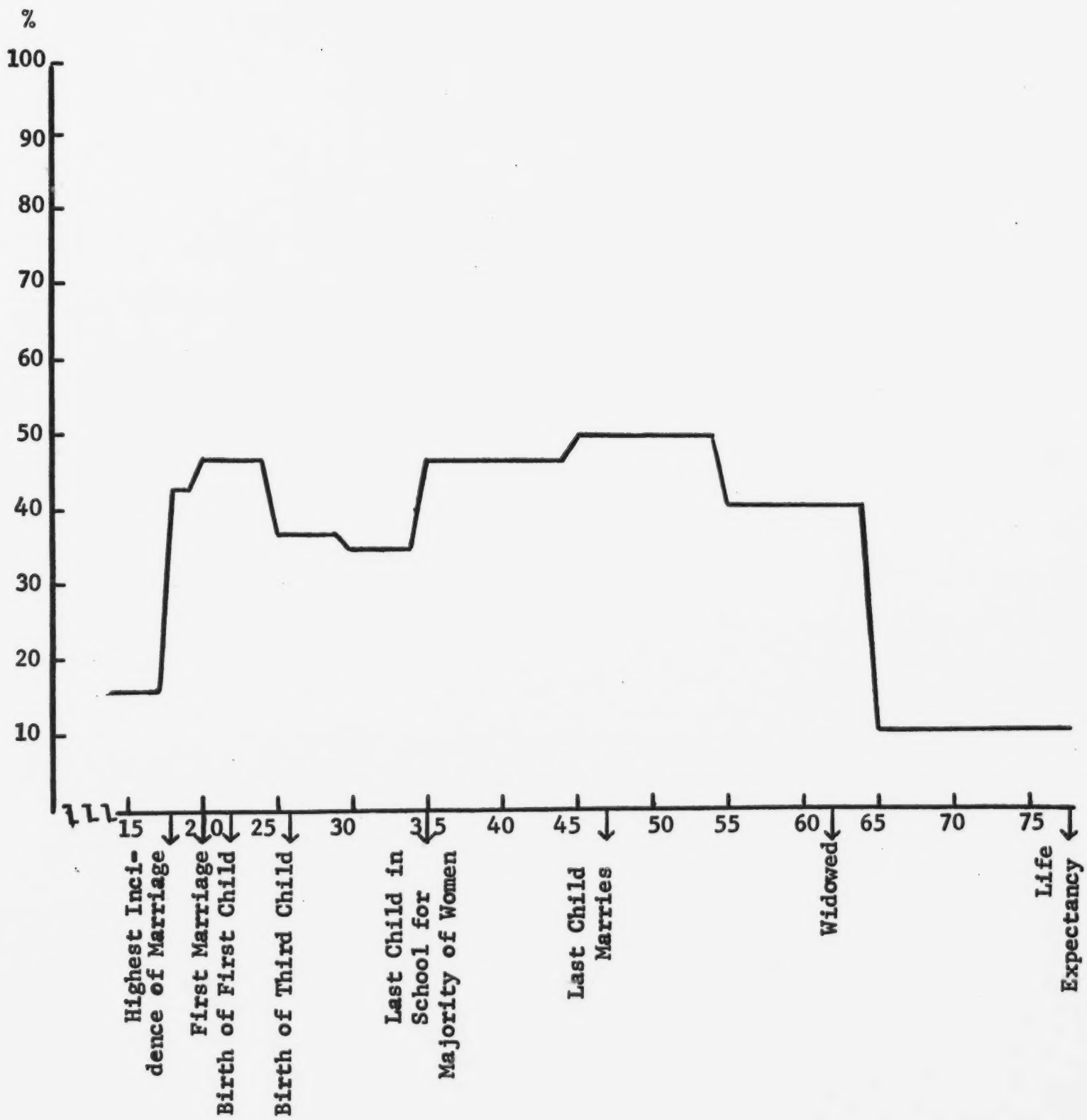
GRAPHICS

For those who wish further study of the statistical data presented in "Women in the World of Work", these graphics are presented.

These graphics could easily be converted into transparencies for the overhead projector for further review and discussion of the characteristics and implications for "Women in the World of Work".

FIGURE I

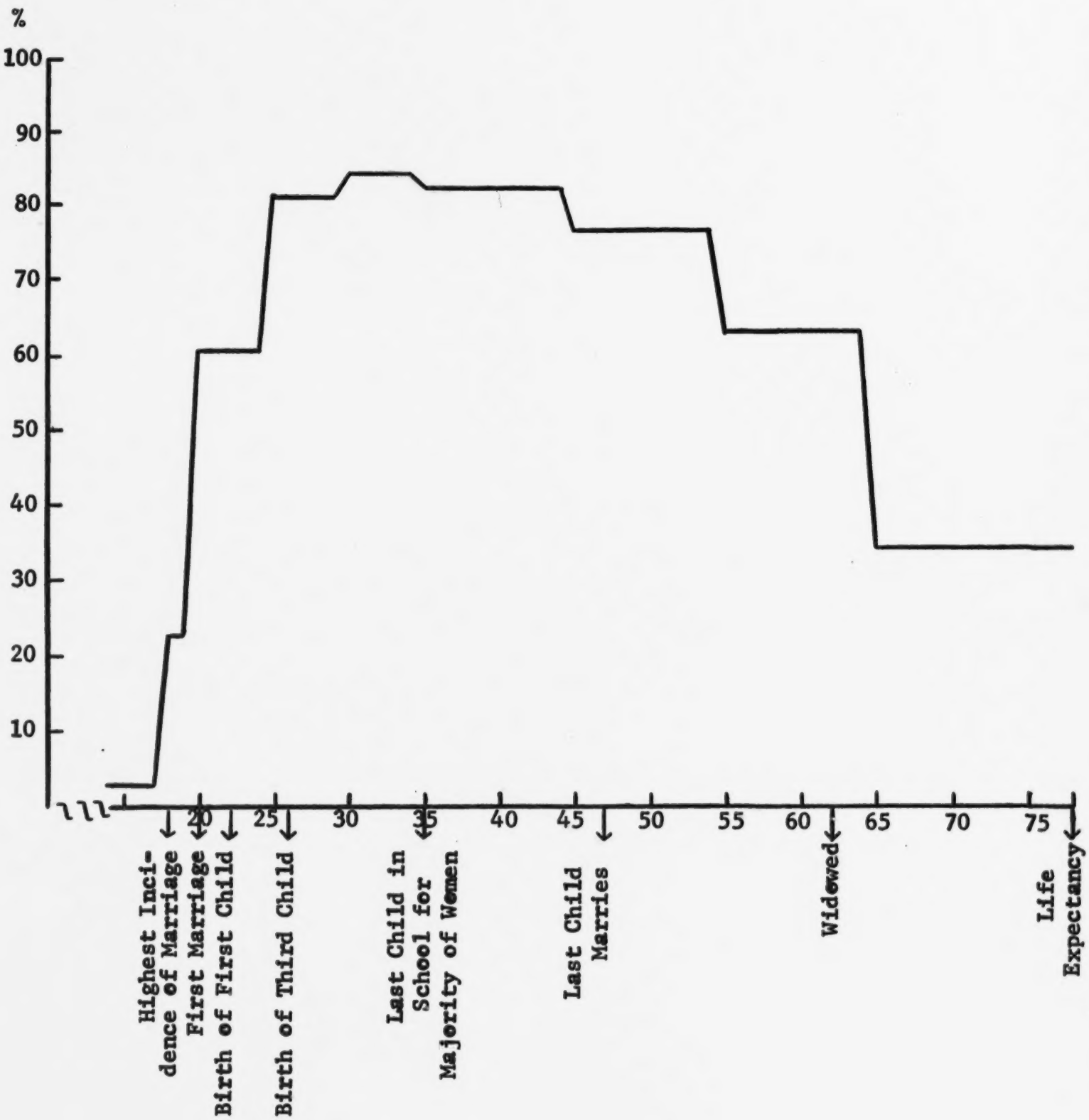
Labor Force Participation By Age And Cycliead
Changes During Life Span*



*Women's Bureau, 1965 Handbook on Women Workers, p. 15
Bureau of Statistics, Special Labor Force Report No. 64 (March 1965), p. A-8.

FIGURE II

Percent of Total Female Population that are Married and Median Age for Cyclical Changes During Life Span*



*U.S.D. H.E.W. Vital Statistics of the United States 1964, Volume 1 (1966), p. 1-13. Bureau of Labor Statistics, Special Labor Force Report No. 64 (March 1965), p. A-8.

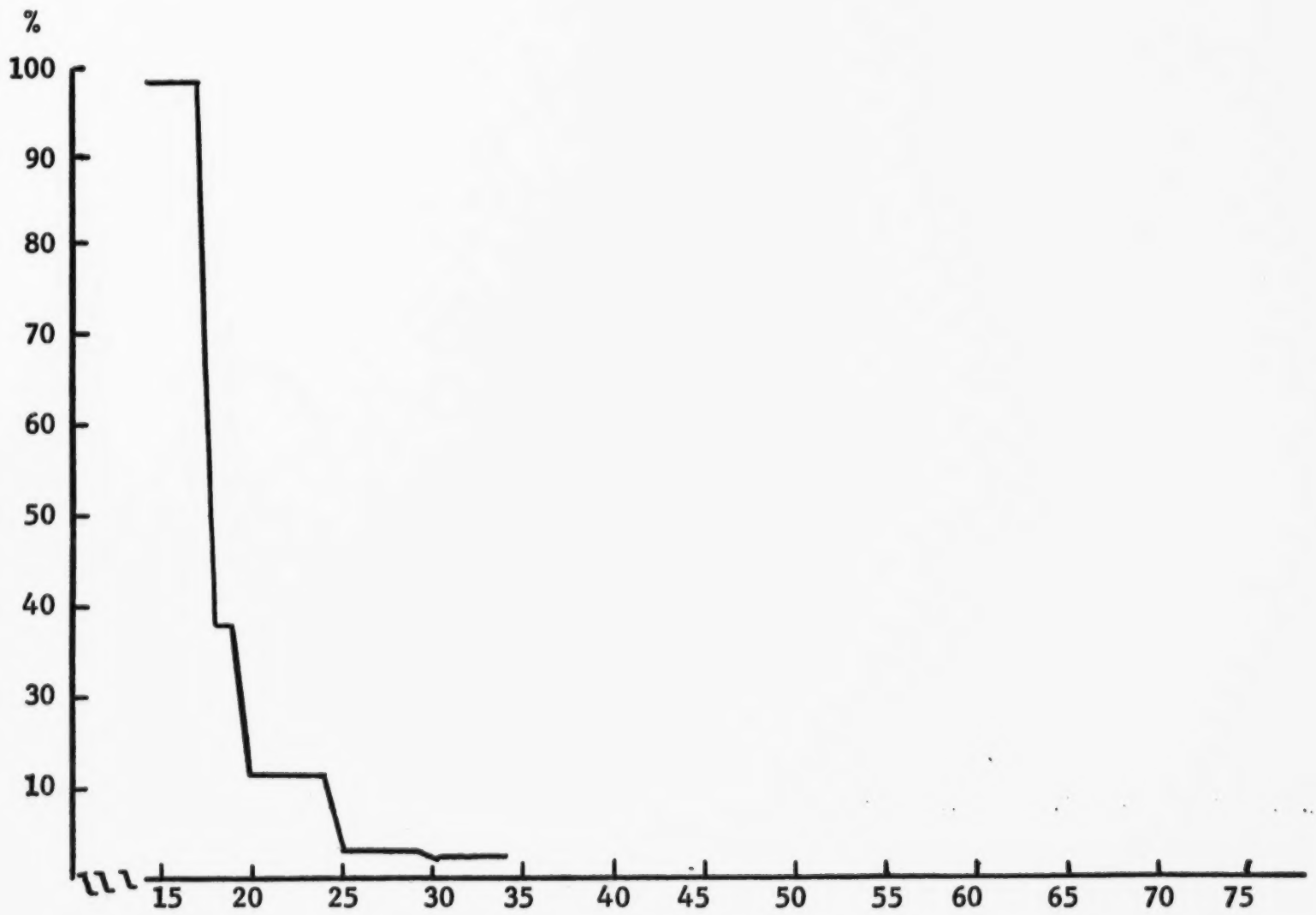


FIGURE III

Percentage Female Participation in School -By Age*

*U. S. Bureau of the Census, Statistical Abstracts of the United States 1960, p.109.

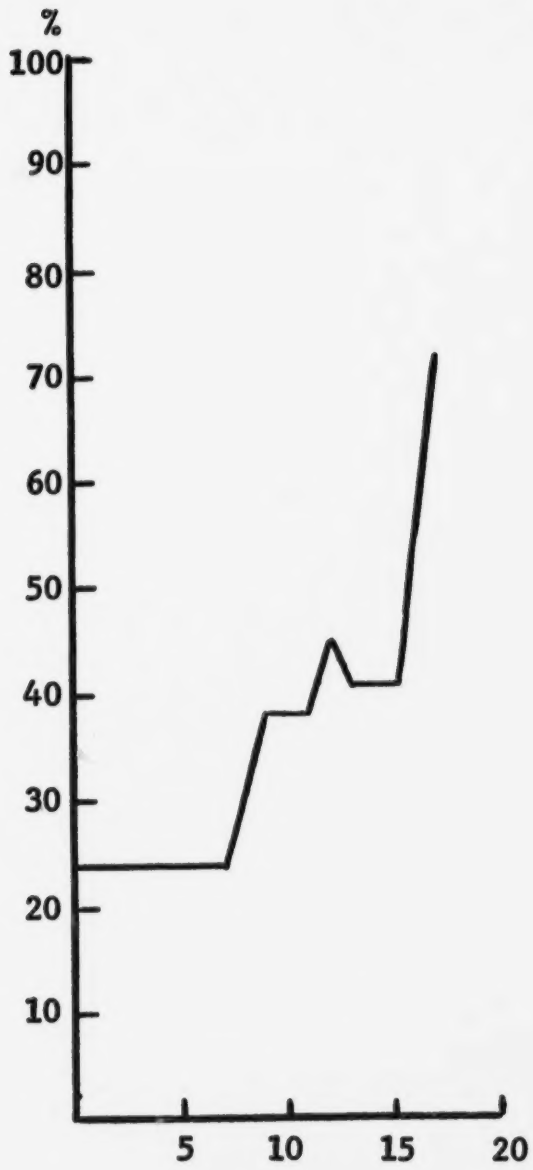


FIGURE IV

Labor Force Participation Rates of Women, by Educational Levels, March 1965 (Women 18 years of age and over)*

*Trends in Educational Attainment of Women, Women's Bureau, June 1966, p. 9.

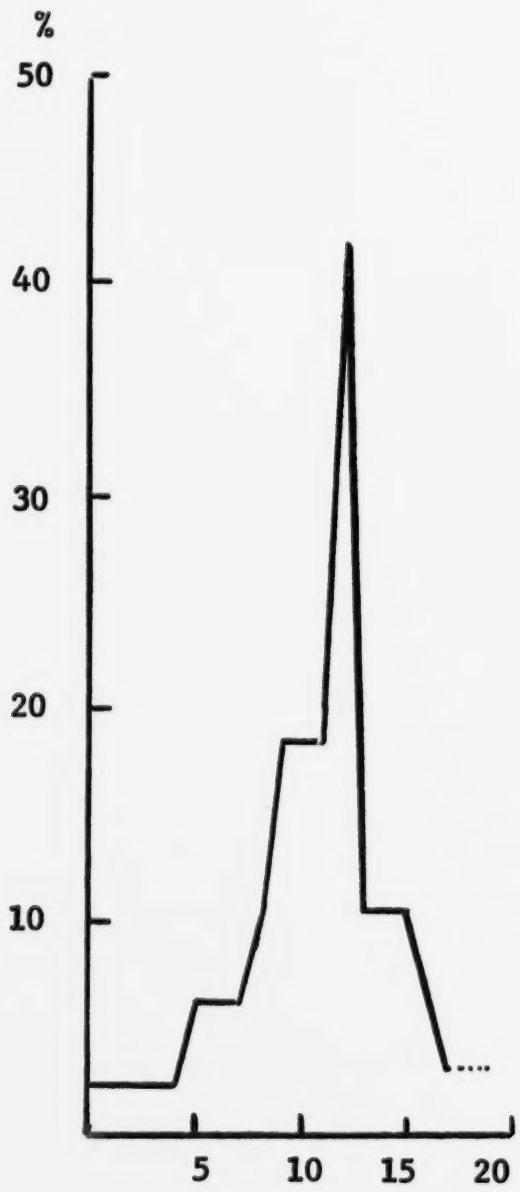


FIGURE V

Educational Status of Women, 18 Years and Over, In the Labor Force, March, 1965*

*Table D, page A-9, Special Labor Force Report No. 65, "Educational Attainment of Workers," March, 1965.

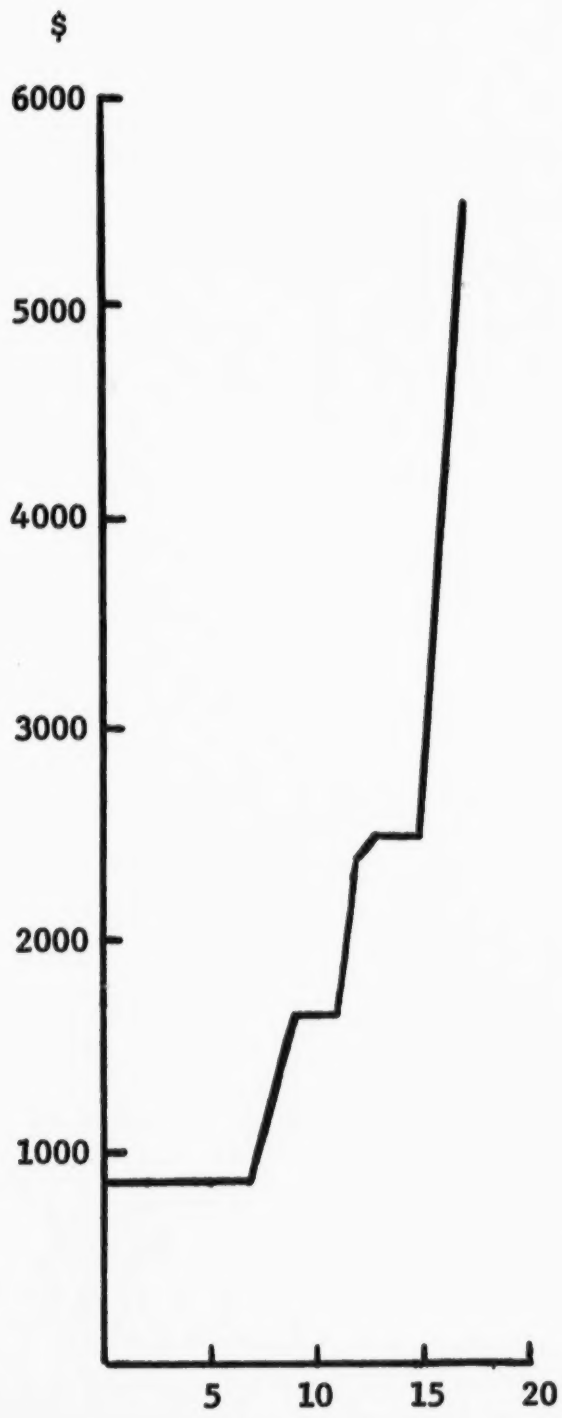


FIGURE VI

Median Income of Women in 1964, by Years of School Completed (Women 25 Years of Age and Over)*

*Women's Bureau, 1965 Handbook on Women Workers, p. 134.

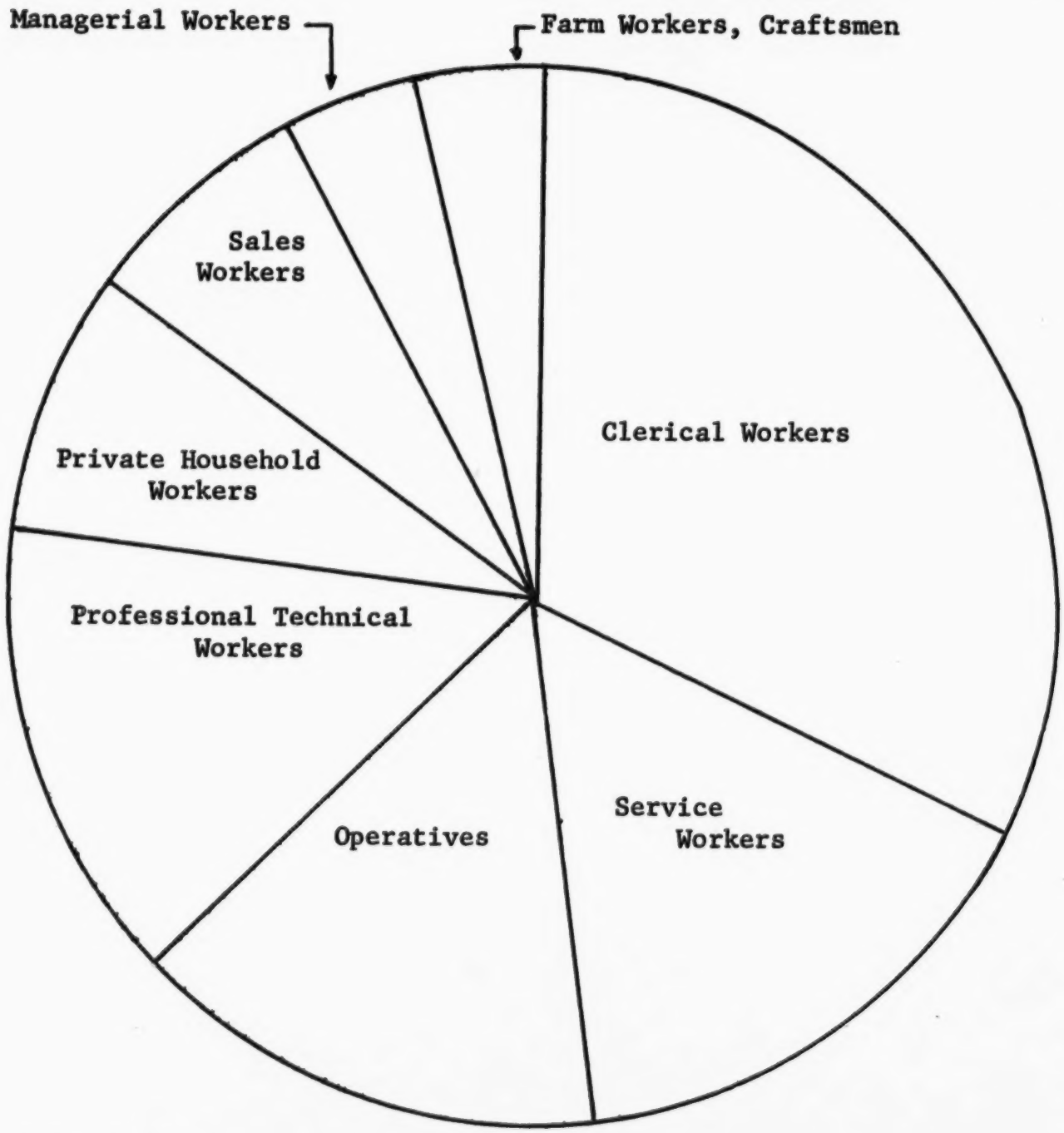


FIGURE VII

Percentage Distribution of

Occupations of Women Workers, March 1965*

*Women's Bureau, 1965 Handbook on Women Workers, p. 105.

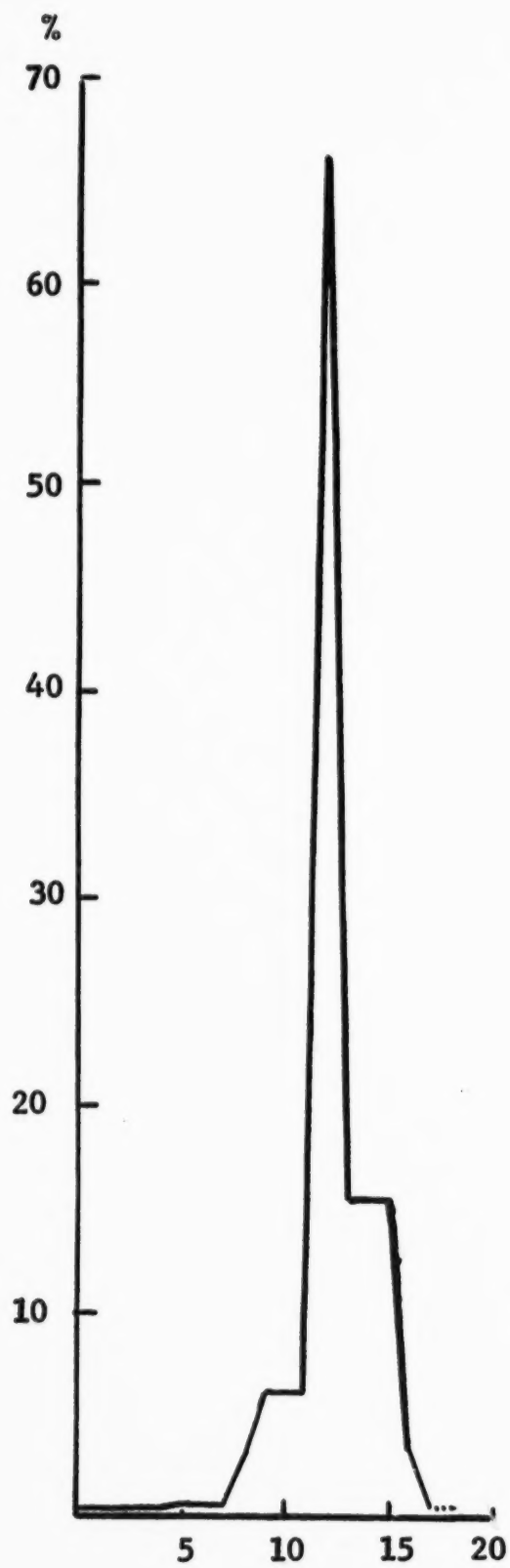


FIGURE VIII

Women Employed as Clerical and Kindred Workers,
By Years of School Completed, March 1965*

*Table I, p. A-13, Special Labor Force Report No. 65, "Educational Attainment of Workers, March 1965."

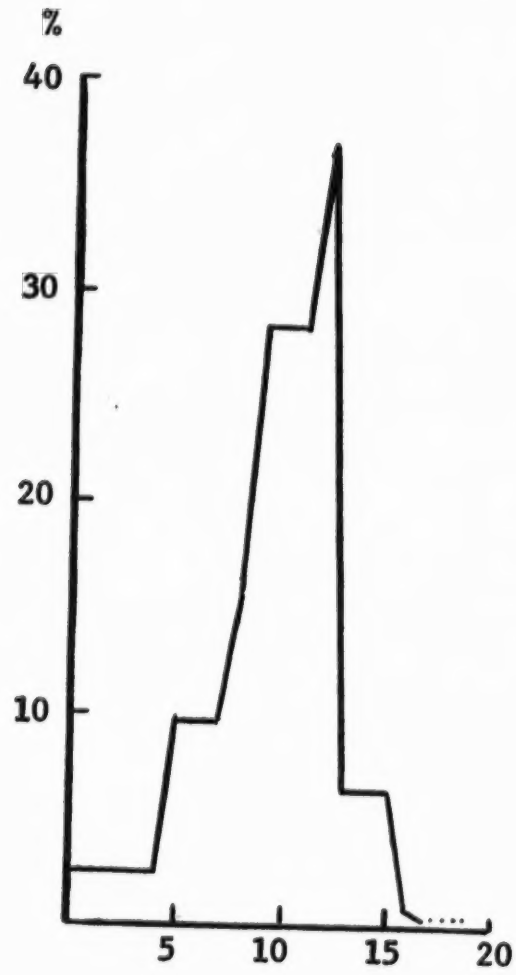


FIGURE IX

Women Employed as Service Workers, Except Private Household, By Years of School Completed, March 1965*

*Table I, p. A-13, Special Labor Force Report No. 65, "Educational Attainment of Workers, March 1965."

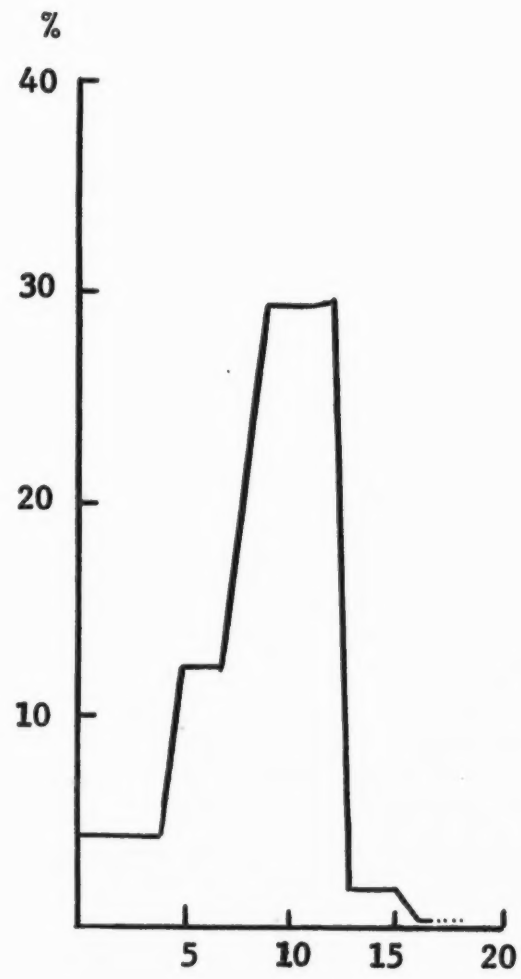


FIGURE X

Women Employed as Operatives and Kindred Workers,
By Years of School Completed, March 1965 *

*Table I, p. A-13, Special Labor Force Report No. 65, "Educational Attainment of Workers, March 1965."

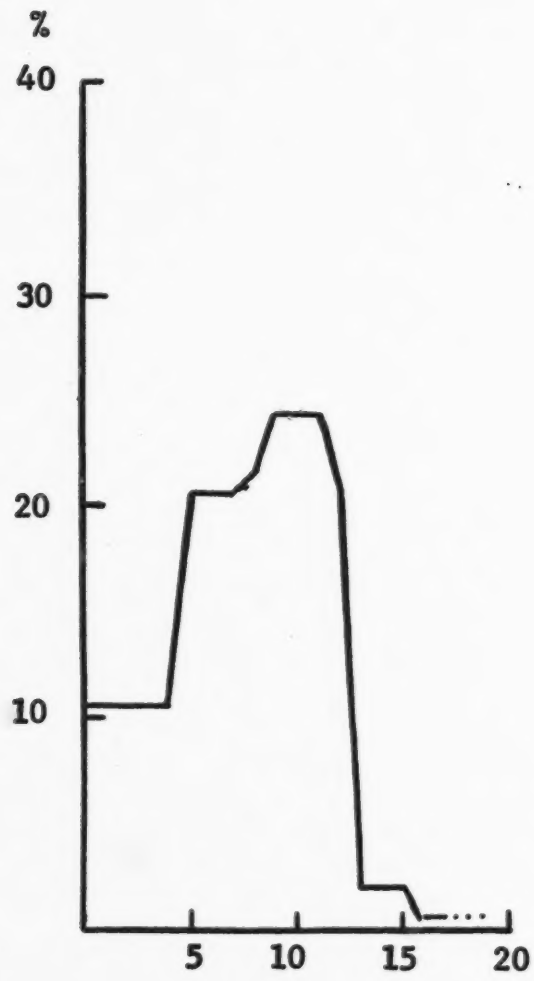


FIGURE XI

Women Employed as Private Household Workers, By Years of School Completed, March 1965 *

*Table I, p. A-13, Special Labor Force Report No. 65, "Educational Attainment of Workers, March 1965."

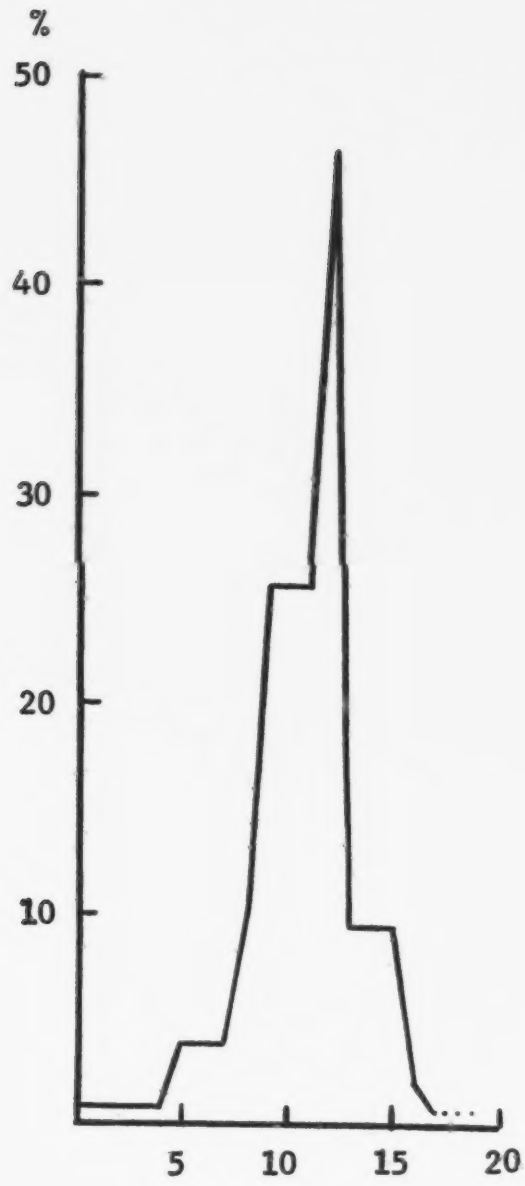


FIGURE XII

Women Employed as Sales Workers, By Years of School Completed, March, 1965*

*Table I, p. A-13, Special Labor Force Report No. 65, "Education Attainment of Workers, March 1965."

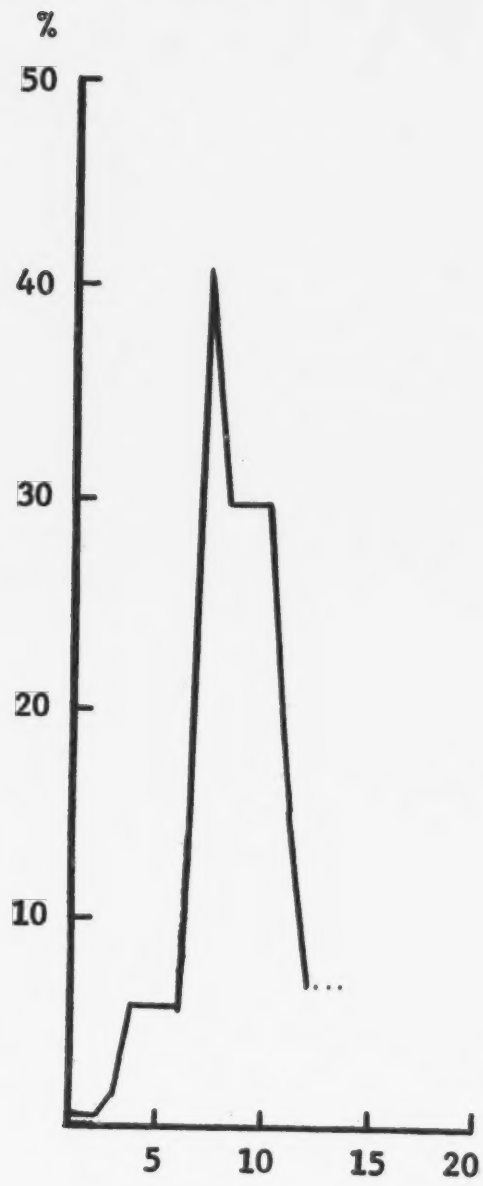


FIGURE XIII

Women Employed as Medical and Other Health Workers, By Years of School Completed, March 1965*

*Table I, p. A-13, Special Labor Force Report No. 65, "Educational Attainment of Workers, March 1965."

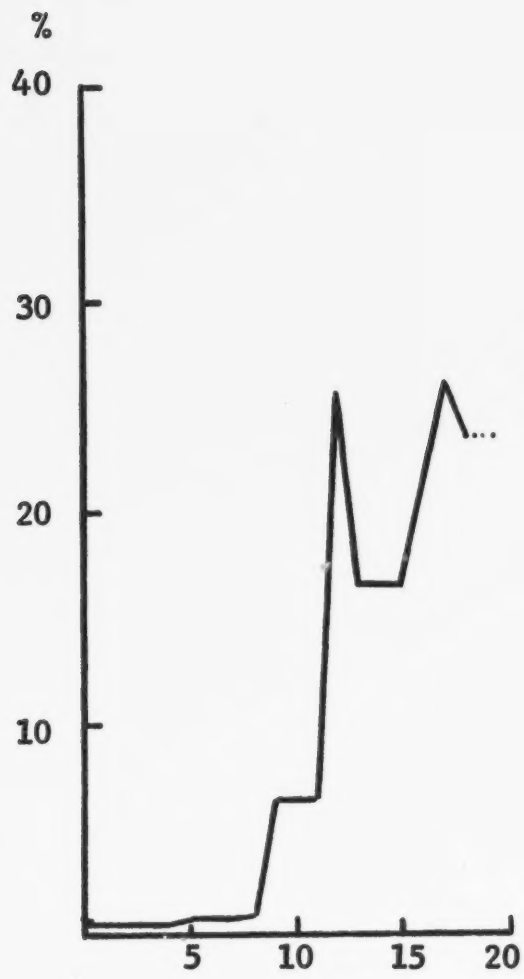


FIGURE XIV

Women Employed as Professional, Technical, and Kindred Workers, other than Medical and Non-College Teachers, By Years of School Completed, March, 1965*

*Table I, p. A-13, Special Labor Force Report No. 65, "Educational Attainment of Workers, March 1965."

IMPLICATIONS

Implications of Women in the World of Work

Introduction

After giving much thought to the topic of women in the world of work during the time the position paper was being prepared, it was felt that there was a need to go further than merely interpreting and reacting to the present literature on the topic. Therefore, it was decided that it would be beneficial to bring together leaders in fields directly concerned with the training and employment of women and the training for this employment for the purpose of discussing implications that this concern presents to education, business and industry, and service areas. This work conference held in Nashville, Tennessee on May 31, 1967 included leaders in the fields of business education, office occupations, health education, home economics, and vocational guidance. The participants included:

Miss Mary Below, Home Economics Education, Tennessee Technological University

Mrs. Margaret S. Crockett, Supervisor, Home Economics Education, State Department of Education

Mrs. Bonnie Favrot, Business Education, University of Tennessee, Extension at Nashville

Mr. Jerry Gaither, Supervisor, Guidance Programs, State Department of Education

Dr. Nell P. Logan, Professor and Head of Home Economics Education, University of Tennessee

Miss Eloise Matthews, Supervisor, Health Occupations Education, State Department of Education

Dean Lura M. Odland, Dean of the College of Home Economics, University of Tennessee

Dr. Sarah M. Perry, Assistant to the Dean of Home Economics, University of Tennessee

Miss Lettie Pryor, Home Economics Education, University of Tennessee at Martin, Tennessee

Dr. Douglas C. Towne, Director, Occupational Research and Development Coordinating Unit, University of Tennessee

Miss Mable Yates, Supervisor, Home Economics, State Department of Education

The committee felt that a woman today has the opportunity to participate in the labor force with a more varied choice than ever before. Considering the reality of the number of women in all age groups working, it was felt that there are many implications which face educators in all fields, implications facing business and industry, and implications facing service areas.

The following pages present implications, conclusions, and opinions of the committee.

Implications for Education

Women in the labor force, the scope of their employment, and their entrance into new occupational fields are important items to be considered in the future. Educational programs should be closely related to the established patterns of employment of women and the changes in these patterns. An appropriate education for both men and women must be related to the totality of the challenges which they will meet in life. Since more and more married women will eventually be employed part-time or full-time, the desirability of their securing an educational base from which they can acquire skills is evident.

The educational institutions need to recognize the part they play in structuring the cultural attitudes of women. There seems to be a definite need to change the attitudes toward women in the world of work and the attitudes

women have towards work. It seems logical that there should be more of an emphasis placed on the dual roles a woman may expect to face in her lifetime. There has been the tendency to consider women only in the role of mother-wife. There is a definite need to make girls aware of the possibility that they will be participating in the world of work. This may be accomplished by making students aware of the many patterns of life that exist and what they are like.

Both educators and counselors need to realize that girls can no longer assume that they will spend most of their adult lives out of the labor force and in the home. Women should be encouraged to enter new fields and enlarge their knowledge horizon. Women should be encouraged to continue education and training after marriage--this would enable them to cope with technological changes when they are ready to re-enter the labor force.

Business Education and Office Occupations

Presently, thirty-two percent of all employed women are clerical workers. This is by far the largest occupational group of working women. This certainly gives justification for programs offering clerical training. However, these programs generally provide training for an initial type of job. There seems to be a need also for providing the opportunity to upgrade skills and abilities in business. This is evidenced by the present shortage of top level secretaries.

The opportunities in this occupational field are evident. It is felt that the need for personnel in this field will continue to increase. This calls for a continued increase in office occupations training and an expansion of offerings in this area.

Guidance

Implications seen for the guidance field are concerned with realistic counseling of students about the world of work. The present guidance program seems to be concerned with counseling for college expectations, handling discipline problems, and carrying out the testing programs for the school. It is felt that guidance counselors have a responsibility to create an awareness of the world of work and help students set realistic goals in their occupational planning. However, this will call for a smaller student-counselor ratio than presently exists.

Further there seems to be a need for continuing guidance programs along with continuing education programs. This might be accomplished not only by having guidance programs at the post high school level but by also establishing guidance programs in industry.

Health Education

The vocational health education program is faced with the problem of recruitment of students into their programs. This seems to call for an evaluation of minimum entrance requirements in terms of intellectual ability or educational background. There is a need for considering the possibility of making applicable to the requirements of a higher level of nursing the training gained in a lower level (for example allowing practical nursing training to partially fulfill the requirements of the nursing degree). There seems to be much duplication between these programs.

To entice students into these programs, perhaps the image of nursing needs to be stressed. This will probably require an upgrading of salaries and working conditions. There also seems to be the need to offer nursing programs in the public schools.

Home Economics

Implications seen for the home economics program centered mainly on the need to integrate and implement an emphasis on women in the world of work in all areas of home economics. Home Economics is concerned with the identification of the feminine role in society--this should be broadened to emphasize not only the role of mother-wife, but also the role of wage earner. Considering the curriculum in terms of managing the dual roles is a just concern in this area. Further, this calls for a further emphasis on management techniques--management of time, money, energy, and resources. These techniques should be stressed in all areas of the home economics curriculum.

Implications Facing Business

Many different opinions have been stated regarding the desirability or undesirability of women in the labor force. These generally relate to the traits or characteristics that women possess as opposed to those men possess. The usual one mentioned is the fact that women tend not to be permanent employees--they tend to enter, leave, and re-enter the labor force. This naturally hampers the stability of employment and calls for training and retraining women employees. Allowances need to be made for maternity leaves to enable women to re-enter the work force in a position equivalent to the one they left. When working women are faced with life problems such as pregnancy and the need for maternity leave, employers will have to adapt working situations to family situations that must come first at certain periods. This will particularly be necessary as the number of men working at the productive age groups decrease and women are needed for labor potential. Employers may also find it desirable to adjust their methods, records, etc. to changing personnel to allow for situations when working women find it necessary to leave the labor force.

Another implication for business and industry is the fact that sex barriers to occupations need to be reanalyzed. Businesses and industries should consider the use of women in all fields that they have the ability and interest to be trained for. Further research needs to be done about the differences in physical ability between the sexes--this possibly will begin to break down the barriers women face in some occupations.

Business and industry can encourage professionally trained women into their fields by equalizing salary schedules on the basis of experience and training rather than sex. This possibly would provide an incentive for women to remain for longer periods of time in the labor force to qualify for promotion (in terms of job seniority and experience) at the same rate as men.

Implications for Service Areas

When a woman makes the decision to work, she will be faced with certain compromises regarding her responsibilities in the home. Generally, the decision that creates the greatest conflict is the question of care and supervision of children. This certainly implies a need for child care facilities. These child care facilities should be offered for children at all ages that require supervision.

Housekeeping services will be in greater demand as the number of working women increases. Food services may also be needed for the working women--these may take the form of catering services.

These are but a few of the types of services working women may find desirable. If the present trend continues and increases, service areas may well expect a continued increase in the demand for their services.

The overall implication for this area is that opportunities in this field for employment will greatly increase. The service areas will have to

rely on women for their services to some extent. Therefore, employers will need to adopt methods, records, etc. to the transition of working women.

Further Information Needed

The committee felt that there is more information needed on women in the world of work than presently exists. The following were mentioned:

1. Studies of the attitudes of various groups toward women in the world of work.
2. Studies of the attitudes of working women.
3. Studies of the perceptions of working women.
4. Projections in all areas of the need for future employees to facilitate the setting of realistic aspirations or expectations for women in the labor force.
5. Studies of job requirements and the opportunity for upward mobility.
6. Pilot studies or nursing programs in the high school.
7. Studies to identify children's perception of their roles and their attitudes toward their sex role.
8. Studies to identify the effect of working mothers on young children.

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